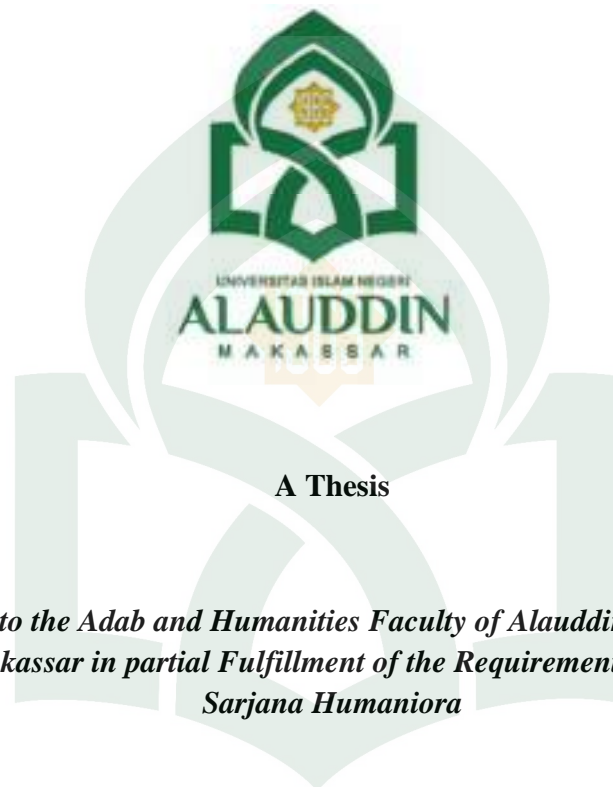


**ARGUMENTATIVE STRATEGIES USED BY STUDENTS OF ALAUDDIN
DEBATE ASSOCIATION (ALDEBA)**



A Thesis

*Submitted to the Adab and Humanities Faculty of Alauddin State Islamic
University Makassar in partial Fulfillment of the Requirements of the Degree of
Sarjana Humaniora*

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

A. MAKHDUM IBRAHIM

40300113047

ENGLISH AND LITERATURE DEPARTMENT

ADAB AND HUMANITIES FACULTY

ALAUDDIN ISLAMIC STATE UNIVERSITY OF MAKASSAR

2017

MOTTO

“Whatever happens, be a better human being - more stable, more joyful, and clearer within ourselves.”

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penulis yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini benar-benar adalah hasil karya penulis sendiri, dan jika kemudian hari terbukti merupakan duplikat, tiruan, plagiat atau dibuat oleh orang lain secara keseluruhan ataupun sebagian, maka skripsi ini dan gelar yang diperoleh batal demi hukum.

Romang Polong, 27 November 2017

A. MAKHDUM IBRAHIM

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

PERSETUJUAN PEMBIMBING


Pembimbing penulisan skripsi saudara A. Makhdum Ibrahim, NIM: 40300113047, mahasiswa jurusan Bahasa dan Sastra Inggris pada Fakultas Adab dan Humaniora UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul "Argumentative Strategies Used by Students of Alauddin Debate Association (ALDEBA)", memandang bahwa skripsi tersebut telah memenuhi syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Demikian persetujuan ini diberikan untuk proses selanjutnya.

Romang Polong, 24th November 2017

Pembimbing I

Pembimbing II


H. M. Nur Akbar Raszyd, M.Pd., M.Ed., Ph.D.
NIP. 19811106 200312 1 003


Rabiatul Adawiah, S.Pd., M.Hum.

APPROVAL SHEET

Title of Thesis : Argumentative Strategies Used by Students of Alauddin Debate Association (ALDEBA)
Name : A. Makhdum Ibrahim
Reg. Number : 40300113047
Program : Bachelor of Degree

Romang Polong, 27th November 2017

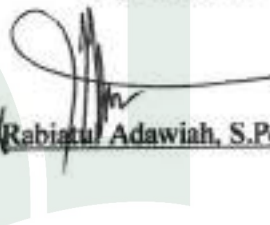
Supervisors

Supervisor I




H. Muh. Nur Akbar Rasyid, M.Pd., M.Ed., Ph.D.
NIP. 19811106 200312 1 003

Supervisor II



Rabiatul Adawiah, S.Pd., M.Hum.

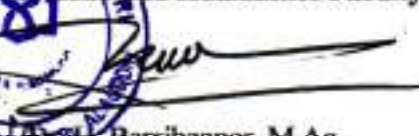
Approved by
The Head of English Literature Department,



H. Muh. Nur Akbar Rasyid, M.Pd., M.Ed., Ph.D.
NIP. 19811106 200312 1 003



Acknowledged by
Dean of Adab and Humanities Faculty,



H. Barsihannor, M.Ag.
NIP. 196910121996031003

PENGESAHAN SKRIPSI

Skripsi yang berjudul *Argumentative Strategies Used by Students of Alauddin Debate Association (ALDEBA)* yang disusun oleh **A. Makhdom Ibrahim**, NIM **40300113047**, Mahasiswa Bahasa dan Sastra Inggris pada Fakultas Adab dan Humaniora UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan oleh pada hari **Senin, 27 November 2017 M.**, bertepatan dengan **8 Rabiul Awal 1439 H.**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana Humaniora dalam ilmu Adab dan Humaniora, Jurusan Bahasa dan Sastra Inggris (dengan berbagai perbaikan).

Romang Polong, 27 November 2017 M
8 Rabiul Awal 1439 H

DEWAN PENGUJI:

Ketua	: Dr. Hj. Syamzan Syukur, M.Ag.	()
Sekretaris	: Helmi Syukur, S.Pd.I., M.Pd.	()
Munaqisy I	: Dr. Jumharia Djamereng, M.Hum.	()
Munaqisy II	: Faidah Yusuf, S.S., M.Pd.	()
Konsultan 1	: H. Muh. Nur Akbar Rasyid, M.Pd., M.Ed., Ph.D.	()
Konsultan 2	: Rabiatul Adawiah, S.Pd., M.Hum.	()
Pelaksana	: Saharudddin, S.Pd.I., M.Pd.I.	()

Diketahui oleh:

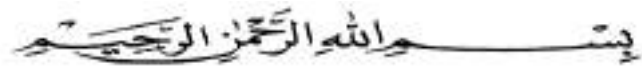
Dekan fakultas Adab dan Humaniora
UIN Alauddin Makassar



M. A. K. Barsihannor., M.Ag

NIP: 19691012 199603 1 003

ACKNOWLEDGEMENTS



Alhamdulillah rabbil 'alamin, the researcher would like to express his confession and gratitude to the most perfection, Allah SWT for the guidance, blessing and mercy in completing this thesis. *Shalawat* and *salam* are always delivered to the great Prophet Muhammad Saw, his family and followers till the end of the time.

The researcher realized that there were some problems faced by him in accomplishing this research. Those problems could not be solved without getting assistance, support, helps, motivations, criticisms, encouragement and guidance from many people. Therefore, the researcher would like to express his deepest gratitude to the following:

1. The researcher's beloved family Abd. Samad, and A. Saenab Ali for all their prayers, supports and eternally affections as the biggest influence in his success and happy life and also to his beloved sibling Adnan Nugraha for his happy and colorful life.
2. Prof. Dr. H. Musafir Pabbahari, M.Si. as the Rector of Alauddin State Islamic University of Makassar, who has given his chance to study in English and Literature Department so that he could finish his study.
3. Dr. H. Barsihannor, M. Ag as the Dean of Adab dan Humanities Faculty, H. Muhammad Nur Akbar M.Pd., M.Ed., Ph.D. as the Head of English and

Literature Department and Syahrini Junaid, S.S., M.Pd. as the Secretary of English and Literature Department for their support, help and encouragement.

4. H. Muhammad Nur Akbar M.Pd., M.Ed., Ph.D. as his first supervisor and Rabiatal Adaiwah, S.Pd., M.Hum. as the second supervisor who have made so much time, guided, advised, and given him corrections and suggestions during completing his thesis.
5. Dr. Jumharia Djamereng, M.Hum. and Faidah Yusuf, S.S., M.Pd. as his examiners for their advices, criticism and suggestion.
6. The lecturers of Adab and Humanities Faculty, for their knowledge and enlightenment, also to the staffs of Adab and Humanities Faculty for their help and administrative support.
7. His beloved friends Rizky Dzilarasy Putra, Muhammad Said, Fadhi Sam, Meliyani, Ince Fachrunnisa, and Irna, who always listen to whatever he says, give a hand, advice the best deal, forbid unimportant thing and stand by him. Unforgettably his friends in English and Literature Department 2013, especially AG 7-8 whom he shares experience and knowledge during his study and writing. They make their wonderful contributions.

In the deepest heart, the researcher realizes that this thesis is imperfect and it still needs suggestions and criticisms. Despite of its imperfection, he hopes that this thesis will be useful for the students, the lecturers and the readers in general who need it. May Allah Swt always bless us in every single thing we do.

Romang Polong, November 27th2017
The Researcher,



A. Makhdum Ibrahim
40300113047

LIST OF CONTENTS

COVER	i
MOTTO	ii
PERNYATAAN KEASLIAN SKRIPSI.....	iii
PERSETUJUAN PEMBIMBING	iv
APPROVAL SHEET	v
PENGESAHAN SKRIPSI.....	vi
ACKNOWLEDGEMENT.....	vii
LIST OF CONTENTS	ix
ABSTRACT	xi
 CHAPTER I INTRODUCTION	
A. Research Background.....	1
B. Research Questions	7
C. Research Objective.....	7
D. Research Significance	7
E. Research Scope	8
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Findings.....	10
B. Pertinent Ideas	12
1. Discourse Analysis.....	12
2. Discourse Markers	13
3. Argumentative Strategies	16
4. Philosophy of Debating	21
5. System of Debating	22
6. Alauddin Debate Association (ALDEBA).....	27

CHAPTER III RESEARCH METHOD

A. Research Method.....	29
B. Data Sources.....	30
C. Research Instrument.....	30
D. Procedures of Data Collection	30
E. Technique of Data Analysis	32

CHAPTER IV FINDING AND DISCUSSION

A. Findings.....	33
B. Discussions	51

CHAPTER V CLOSING

A. Conclusions.....	60
B. Suggestions	61

BIBLIOGRAPHY	63
---------------------------	-----------

BIOGRAPHY	65
------------------------	-----------

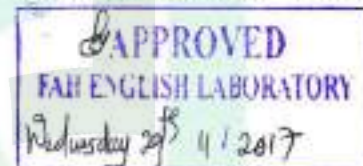
APPENDICES	66
-------------------------	-----------

ABSTRACT

Name : **A. Makhdum Ibrahim**
Reg. Number : 40300113047
Major : English and Literature Department
Faculty : Adab and Humanities
Title : *Argumentative Strategies Used by Students of Alauddin Debate Association (ALDEBA)*
Supervisor I : Muhammad Nur Akbar Rasyid
Supervisor II : Rabiatal Adawiah

This research discussed about Argumentative Strategies which aimed to find out the argumentative strategies which helped students' competence in their spoken language in Alauddin Debate Association (ALDEBA). This research focused on Meany and Shuster's theory who figured out about argumentation. This research applied descriptive qualitative method in revealing the data. The researcher used note taking as the instrument to get the valid data. The findings showed that there were 3 kinds of argumentative strategies used by students in Alauddin Debate Association. This research figured out that Simple Argument was the most dominant strategy used. The researcher concluded that Argumentative Strategies as proposed by Meany and Shuster, was very suitable in debating.

Keywords: *Argumentative Strategies, Discourse Analysis, Alauddin Debate Association*



UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

CHAPTER I

INTRODUCTION

This chapter consists of research background, research question, research objective, research significance, and research scope.

A. Research Background

In all communicative means that human beings possess, language is the only means satisfying all the needs of humans. It becomes a communicative tool because it has existed along with humans up to now. Alwasilah (1993: 9) states that language as a method of conveying ideas of mind means that language is a tool used in communication. Language is used in society to cooperate, interact, and to identify others. That is why everyone needs to know and understand the language.

Furthermore, when the people want to investigate what the language is used for, then discourse analysis is the study for it. Discourse can be defined as a pattern of verbal behavior but at the same time, it can be viewed as a verbal form of social behavior, an instance of communicative language use, and the process of unfolding an idea into a text, stated by Brown & Yule (1983: 6). Discourse analysis is concerned with the study of the relationship between language and the context in which it is used.

In addition, speaking is the way to bring a message from one person to others in order to interact with them. Communication will not be running well without

speaking. The successful of communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as their wanted. According to Nunan (1991: 14), speaking is one of fundamental languages skill. In speaking, people put their ideas into word for other to grasp or to understand ideas and people give the feedback.

Meanwhile, in the process of interaction, disagreement is a definite thing in the life of society. In other words, argumentative strategies then become a very important thing in language. They play a significance and important role in speaking. Zarefsky (2005: 48) states that language is a resource in everyday argumentation and an intrinsic aspect of the argument. Arguers make choices about language, which serves as a strategic resource. Furthermore, when people speak to one another, or with an audience in mind, they make claims. They make statements what they believe, and what they want to convey or write to their listeners or their readers to believe as well. People make claims about the uncertain matters that they cannot establish absolutely or definitely.

As the researcher mentions previously, argumentation is the study of effective reasoning. Meanwhile, arguing is reason giving, where reasons are justifications or support for claims. Rationality is the ability to engage in reason giving. The alternative of the reason giving is to accept or reject an argument from the others. Hence for, argumentation is one way in which we attempt to persuade or to convince other people.

In addition, whether it is realized or not, the argumentative strategies are also often used in the process of preaching in Muslim society. It is a normal thing because the essence of preaching is to convince the society in order to be better in life. Allah even says in his Qur'an "Al-Baqarah verse 258";

أَلَمْ تَرَ إِلَى الَّذِي حَاجَّ إِبْرَاهِيمَ فِي رَبِّهِ أَنْ آتَاهُ اللَّهُ الْمُلْكَ إِذْ قَالَ إِبْرَاهِيمُ رَبِّيَ الَّذِي يُحْيِي وَيُمِيتُ قَالَ أَنَا أُحْيِي وَأُمِيتُ قَالَ إِبْرَاهِيمُ فَإِنَّ اللَّهَ يَأْتِي بِالشَّمْسِ مِنَ الْمَشْرِقِ فَأْتِ بِهَا مِنَ الْمَغْرِبِ فَبُهِتَ الَّذِي كَفَرَ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الظَّالِمِينَ

"Have you not considered the one who argued with Ibrahim about his Lord (merely) because Allah had given him kingship? When Ibrahim said, "My Lord is the one who gives life and causes death," he said, "I give life and cause death." Ibrahim said, "Indeed, Allah brings up the sun from the east, so bring it up from the west." So the disbeliever was overwhelmed (by astonishment), and Allah does not guide the wrongdoing people".

Al-Baqarah verse 258 according to M. Quraish Shihab (2000) in Tafsir Al-Mishbah, he states that this verse contains about the debate that occurred between the Prophet Ibrahim and King Namrud who acted arbitrarily against his people. Where this king, claimed to be able to kill and revive humans. When Prophet Ibrahim said that Allah is the one who can turn on and off. But when the prophet Ibrahim asked to publish the sun from the east, the king of Namrud fell silent speechless. The unbelievers became confused and discouraged because of the strong evidence that revealed his weakness and pride.

This shows that the Namrud King argued with a false basis, while Prophet Ibrahim argued based on the Qur'an and guidance from Allah that the truth has been

guaranteed. So in its application, when we argue then we must refer to this verse that when we use the argumentative strategies in learning then we have to refer on the right basis and can be accepted by reason, that is Al-Qur'an and Prophet's Sunnah. Then we will get the guidance from Allah, and Allah will never give the guidance to the wrongdoers like the king of Namrud.

Additionally, people communicate to reach certain purposes. It can be said that each person has its own purpose in doing human interaction, for example, to influence other people to agree upon their ideas. It is concerned with communication that seeks to convince others through reasoned judgment. Hence for, argumentation is one way in which we attempt to persuade or convince other people. It is important to understand that argumentation is the study of reasons given by people to justify their acts or beliefs and to influence the thought or action of others.

Turner & Stets (2006: 25) say that socialization is a need among societies as they are as a part of one another. They will naturally interact with others when they would like to convey feelings, ideas, and wants. This is basically the most essential function of language in communication. Therefore, improving communication to gain those purposes can be considered as an important thing. For instance, performing public speaking in front of audience is a basic skill needed by politician, lawyer, teacher, and even students to convey their purpose.

Nikitina (2011: 10) says that public speaking is a process, an act and an art of making a speech before an audience. The researcher believes as a student, we need to

improve our performance in public speaking to convey our message to the others properly. For example, students who join in debating competitions or clubs. Debating can reflect the method of argumentative speech in order to convince adjudicator to agree upon the case brought by the team. They who participate in debate competition, are considered to master public speaking skill in order to convince the adjudicators. It is sufficed to say that debate covers all skills and strategies needed to influence adjudicators.

Debate and argumentation can be seen as two sides of the same coin, as they share many of the same attributes. Meanwhile, debate is one of the skills that rarely mastered by the people or speakers maximally because the debate is a combination of logic and argumentation in every given statement. All aspects of the argument should be able to provide strong confiction to the adjudicator during the debate. The best source of such data is the debating arena. This resource provides a rich corpus of material for study, the analysis of which allows for the identification of the successful strategies, rhetorical structures or patterns and the linguistic realizations debaters frequently use to construct successful arguments at strategic points in a debate. For the extension, delivering the idea in debate is the most essential part to influence the adjudicators in order to win the round. As a matter of fact, the decision upon the winning and the losing team are made based on argumentative strategies when the debaters perform in front of the adjudicators.

Relating to the argumentation, argumentation is a form of instrumental communication relying on reasoning and proof to influence belief or behavior through the use of spoken or written messages stated by Rybacki (2008: 3). Argumentation is needed in a condition where a person wants to convince others of what he/she is telling, or to ask others to do something. It is commonly used in debate, campaign, preaching, speech and many more.

Based on the consideration above, the researcher is interested in investigating argumentative strategies used by students of Alauddin Debate Assotiation (ALDEBA). Alauddin Debate Association (ALDEBA) is one of the student organizations that are in great popular by students from every departments in State Islamic Univesity of Alauddin Makassar. The organization has many members who are competent in following various debate activities. The great interest of students who attend in English Debate is huge. In Addition, with the advent of the National and International Debating Championship, there is an increasing necessity for the students to communicate effectively, cooperatively and yet competitively in English. That is why the researcher chose it as the areas of debaters to be investigated.

Furthermore, the researcher believes that debating needs communication skill, especially argumentative strategies to convey the ideas in order to give the best performance since the debaters' speeches need some further studies to meet some criteria as a standard of good speech. Meanwhile, debate activities also can increase student involvement in the educational process and with the subject matter, encourage

independent and critical thinking. In addition, through debate we can enhance and enrich our knowledge in many aspects, such as; in religion, economic, politic, law, education, literature, international relations, culture, and so forth. Hence for, this research is expected to make the debaters in particular and foreign language learners in general be able to improve their speech quality during debating competition or other occasions.

B. Research Question

Based on the background above, the researcher formulates the following research question in this research: “How are argumentative strategies contributed to students in oral skill?”.

C. Research Objective

Relating to the research question above, the researcher decides the research objective as follow: “To explain the way argumentative strategies which are used by students”.

D. Research Significances

The final results of the study are expected to give theoretical and practical implication to the readers. Theoretically, the final results of the study will enrich and enhance the knowledge about debating. Debating nowadays has been inserted in the

curriculum of some senior high schools and universities in Indonesia and it also shows an increasing year by year.

Meanwhile, the practical contribution will give some important points such as; to remind them about the importance of public speaking, especially debating, to introduce some points of argumentative strategies, to introduce some points criteria on how to make a good speech and to bring about the issues concerning the English debate competition. Meanwhile, this research is expected to be useful for students in State Islamic University of Alauddin Makassar especially in English and Literature Department as a reference which assist them to understand and appreciate works of linguistics, officially of argumentative strategies.

E. Research Scope

In this research, the researcher used Meany & Shuster's A-R-E Model (2003: 16). This model offer a similar concept called the A-R-E Model. Trapp (2005: 8) also presents three types of patterns of argumentation: a single argument (a claim, a warrant and a single piece of evidence), a convergent argument (a claim, and a warrant supported by two pieces of evidence) and an independent argument (a claim with two independent warrants, each of which is accompanied by its own piece of evidence). Combining Meany & Shuster's A-R-E Model (2003: 16), with Trapp (2005: 8), there were three types of patterns of argumentation that were adapted as the research scope. Each pattern type contain 'A,' (assertion), 'R' (reason or reasoning), and 'E' (evidence). Following the basic A-R-E Model patterns of

argumentation (Meany & Shuster's A-R-E Model, 2003), based on expert utilization, there were three types of argumentative patterns employed in this research , explicitly: a simple argument, a convergent argument and an independent argument.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Finding

Masroor (2013) in her journal, *“Argumentative Strategies of Newspaper Editorials in English across Cultures”*, she found the structure of argumentative of English editorials from two elite newspapers, Dawn of Pakistan and New Straits Times of Malaysia in an attempt to uncover the argumentative techniques of editorial persuasion employed across cultures. The data comprises 20 editorials systematically chosen within a duration of two month period from each newspaper to make up a corpus of 40 editorials. This study attributes the findings to situated, contextual factors, such as the time of genre production, the presumed role of the newspaper in its society as well as its relations with the target audience. Implications are drawn from the analysis for the teaching of students’ critical reading skills and skills of writing argumentative essays, besides teaching grammar and vocabulary in context. Additionally, this research used argumentative structure approach in analyzing the data by using Swales’ theory.

Similarly, Susan (2012) in her journal, *“Adolescents’ Disciplinary Use of Evidence, Argumentative Strategies, and Organizational Structure in Writing About Historical Controversies”*. She found how adolescents compose historical arguments, and it identifies theoretically grounded predictors of the quality of their essays. Using data from a larger study on the effects of a federally funded Teaching American

History grant on student learning, she analyzed students' written responses to document-based questions at the 8th-11th grade. She reported how students use evidence (a hallmark of historical thinking), how students structure their historical arguments, and what kinds of argumentative strategies they use when writing about historical controversies. Both the structure of students' arguments and their use of evidence were predictive of the overall quality of their essays. Finally, students' use of argumentation strategies revealed patterns relevant to the historical topic and sources in question, as well as to differences related to writing skill. Furthermore, this research used van Eemeren & Grootendorst's theory of argumentation in analyzing the data.

This research has similarity and difference as what Farzana Masroor investigated. The similarity is both researchers try to identify the argumentative strategies that are used by the newspaper and the debaters. However, both researchers are still different from the way of finding the argumentative strategies. She used writing argumentative approach to identify the argumentative strategies which contain some structures because the newspaper is for readers. Meanwhile this research identify the argumentative strategies by using Meany & Shuster's theory which is close to communication approach.

Furthermore, Susan De La Paz who investigated argumentative strategies in writing historical controversies also has similarity and difference. The similarity is because both researchers try to discuss argumentative strategies. She investigated argumentation in writing historical controversies, meanwhile this research will also

investigate argumentative strategies in debating situation. But, there is also the difference between both researchers. She investigated more than eight students in writing argumentative in her thesis, while this research will investigate eight speeches of debaters which are directly confront one another. It is very different from the context or situation that can give influence to the research. The both researchers are also different from the theory usage.

Therefore, the researcher believes that this research will be able to enrich and enhance the insight about the situation of argumentative strategies usage, because less attention has been paid to the study and the teaching of argumentative speaking, particularly using debates as a corpus, since those previews findings and many research only investigate the general usage of argumentative strategies in writing.

B. Pertinent Ideas

This part presents five materials such as Discourse Analysis, Argumentative Strategies, The Philosophy of Debating, System of Debating, and lastly Alauddin Debate Association (ALDEBA)

1. Discourse Analysis

Discourse is a broad term with various definitions which integrates a whole palette of meanings, covering a large area from linguistics, through sociology, philosophy and other disciplines, stated by Titscher et. al. (2000: 42). According to Fairclough (1989: 24) the term refers to “the whole process of interaction of which a

text is just a part”. The word discourse has its genesis from the Latin word ‘discursus’ which denoted ‘conversation speech’. Crystal (1992: 25) defines discourse as “a continuous stretch of language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative”. On the other hand, Dakowska (2001: 81) identifies unity of communicative intention as a vital element in defining the term discourse. Discourse therefore, is any instance of language use for communication by human beings in a real life setting in either spoken or written form. It may consist of a single word or utterance or a series of words or utterances.

Discourse Analysis refers to the analysis of language in use beyond a sentence in a real life situation stated by Crystal (1992: 50). It focuses on investigating connected, naturally occurring spoken or written instances of language use in order to establish patterns or regularities for the purpose of having a better understanding of human communication, stated by Fairclough (1995: 24). Discourse Analysis seeks to establish how naturally occurring language is determined by, and in turn determines, the ways in which knowledge is acquired, stored and used by the human mind as well as how language is shaped by the ways in which people interact with one another within their social and cultural contexts stated, by Cook (1989: 156).

2. Discourse Markers

Fraser (1998: 301) calls discourse marker analysis “a growth market in linguistics.” Since the late 1980’s discourse markers have been studied in a variety of languages and examined in a variety of genres and interactive contexts. Redeker

(1991: 1168) calls them discourse operators and defines them as “a word or phrase, for instance, a conjunction, adverbial, comment clause, interjection that is uttered with the primary function of bringing to listener’s attention a particular kind of the upcoming utterance with the immediate discourse context.” Schiffrin (1987: 41) provides “an operational definition”. He defines discourse markers at a more theoretical level as members of a functional class of verbal and nonverbal devices which provide contextual coordinates for ongoing talk. Discourse markers are “sequentially dependent elements which bracket unit of talk”, stated by Schiffrin (1987: 31).

Some discourse markers are summarized as follows:

1. **Additive:** and, also, as well as, moreover, too, furthermore, additionally, in addition to, at the same time, again, too, equally important, in addition, likewise, above all, most of all, least of all, and, either, or, neither, nor, nevertheless, to continue.
2. **Adversative or disagree:** Though, although, and yet, but, despite, despite this fact, in spite of, even so, for all that, however, in contrast, by contrast, on one hand, on the other hand, on the contrary, in one way, in another way, although this may be true, nevertheless, nonetheless, still, yet, to differ from, a striking difference, another distinction, otherwise, after all, instead, unlike, opposite, to oppose, in opposition to, versus, against, while it is true.

3. **Causal:** so, consequently, it follows, for, because, under the circumstances, for this reason, hence, as a result, therefore.
4. **Continuatives:** now, of course, well, anyway, surely, after all.
5. **Sequencing:** First, in the first place, at first, once, once upon time, to begin with, at the beginning, starting with, initially, from this point, earlier, second, secondly, in the second place, next, the next time, then, after that, following that, subsequently, on the next occasion, so far, later on, third, in the third place, consequently, last, last of all, at last, at the end, in the end, final finally, to finish, to conclude, in conclusion.
6. **Repetition:** All in all, altogether, in brief, in short, in fact, in particular, that is, in simpler terms, to put it differently, in other words, again, once more, again and again, over and over, to repeat, as stated, that is to say, to retell, to review, to rephrase, to paraphrase, to reconsider, to clarify, to explain, to outline, to summarize.
7. **To illustrate:** For example, as an example, for instance, in this case, in the case of, to illustrate, as illustrated by, as revealed by, to show, to demonstrate, in particular, such as, namely, for one thing, indeed, in other words, to put it in another way, thus, to explain, suppose that, specifically, to be exact.
8. **To concede:** It is true that, of course, after all, no doubt, naturally, I grant you, it may well be, although this may be true, although, to admit, to confess, to agree, in accord with, I allow, I accept.

9. To conclude or summarise: To conclude, in conclusion, to close, last of all, finally, to end, to complete, to bring to an end, thus, hence, therefore, as a consequence of, as a result, in short, to sum up, to summarize, to recapitulate, consequently.

10. To compare: As, as well as, like, in much the same way, resembling, parallel to, same as, identically, of little difference, equally, matching, also, exactly, similarly, similar to, in comparison, in relation to.

11. To express attitude: Frankly, honestly, I think, I suppose, after all, no doubt, I'm afraid, actually, as a matter of fact, to tell the truth, unfortunately, I believe, in my opinion, to be truthful.

12. To emphasize: Above all, after all, indeed, as a matter of fact, the main issue is, chiefly, especially, actually, the most significant, the chief characteristic, the major point, the most necessary, extremely, to emphasize, to highlight, to stress, by all means, undoubtedly, more importantly, most important of all, most of all, moreover, furthermore, significantly, without a doubt, certainly, to be sure, surely, absolutely, obviously, more and more, of major interest, to culminate, in truth, the climax of, to add to that, without question, unquestionably, as a result, probability

3. Argumentative Strategies

Argumentation is both a product and a process. Sometimes our focus is on messages, the products of argumentation. Messages are both explicit and implicit. They can be cast into language, analyzed, and appraised. Sometimes our focus is on interaction, the process of argumentation. Zarefsky (2005: 7) states that argumentation is an interaction in which people maintain what they think are mutually exclusive positions, and they seek to resolve their disagreement. They seek to convince each other, but at the same time they themselves are open to influence. We study how they go about convincing others and how their efforts might be more productive.

Aristotle (384–322 B.C.) states that argumentation is the field of study in which rhetoric, logic, and dialectic meet. From rhetoric we derive our concern with the audience. The classical understanding of rhetoric is the study of how messages influence people; it focuses on the development and communication of knowledge between speakers and listeners. “Thinking rhetorically” means reasoning with audience predispositions in mind.

Salahuddin (2005: 147) as arguments are a major part of debate, they are categorized under the concept of ‘Matter’ Matter consists of arguments based on reasoning, examples, case studies, facts a debater uses to further the case and persuade the audience including rebuttals and points of information to attack the opponent’s case. It is then the basis of argumentation.

Many experts describe the characteristics, components and patterns of typical debate arguments. While Trapp (2005: 16) uses the term 'claim' to refer to an argument, Meany & Shuster use 'assertion' to refer to Trapp's 'claim.' 'Assertion' embraces the concept of 'belief' as defined by the Longman Dictionary of Contemporary of English; while 'a claim' is a statement that something is true, even though it has not been proved. The Toulmin Model of Argument, introduced by Stephen Toulmin in 1958 and revised 30 years later by Trapp, includes four important elements of argument central to debate using a travel analogy: namely, claim (the arguer's destination), evidence (the argument's starting point), warrant (the means of travel), and reservation (questions or concerns the arguer may have about the arrival at the destination), Trapp (2005: 10). It can be concluded that an argument is a piece of linguistic communication consisting of assertions supported by evidence and reasoning in which logic is used to justify belief and to persuade an audience that the belief is more reasonable, more convincing and something that should be voted for.

The word strategy is quite often used in our daily lives. We indeed apply the word in many aspects for many purposes as well. Therefore, it is essential to provide an appropriate definition related with the discussion beforehand. A strategy is also a way of doing things that has freely chosen from among several options as stated by Johnson (2010: 27).

Combining the Toulmin model of argument, as revised and presented by Trapp (2005: 8), with Meany & Shuster's A-R-E Model (2003: 16), there were three

types of patterns of argumentation that are adapted. Each pattern type contained ‘A,’ (assertion) acting as a goal or destination placed first on the left, being the first to be developed followed by ‘R’ (reason or reasoning) acting as a means to arrive at the goal placed in the middle, and ‘E’ (evidence), the starting point placed at the far right making a complete argument with reservation as an optional component. The three types of A-R-E Model include: one with a single argument, consisting of an assertion, a reason and a single piece of evidence; one with a convergent argument, consisting of an assertion, and a reason supported by two pieces of evidence; and one with an independent argument, consisting of an assertion with two independent reasons, each of which is accompanied by its own piece of evidence. They divide the argumentative strategies into three kinds as follows:

a. Simple Argument

ASSERTION	REASONING	EVIDENCE
Ending Somali pirates will stabilize Somalia.	Decreasing the power of warlords from ransoms.	Decrease their influence and oppression to recruit defenseless populace.

(WUPID 2008, Grand Final), Deputy Prime Minister (Opening Government, Vermont)

Motion: “This House Would Take Military Action against Somali Pirates.

b. Convergent Argument

ASSERTION	REASONING	EVIDENCE
EU is the best peaceful transition maker to Kosovo's independence.	Support for Kosovo and Serbian separation.	EU has shown approval of NATO's strike and US peace keeping into Serbia.
		EU has interest for European long term stability.

(WUPID 2007), Member of Government (Closing government, Monash)

Motion: "This House Will Allow Fast Track Membership to Serbia in EU for Independence.

c. Independent Argument

ASSERTION	REASONING	EVIDENCE
US permanent bases in Misawa and Okinawa should be removed	No purpose to service the presence of troops.	Servicing agreement is adequate as in Philippines and Singapore.
	Notion of aggression building up in host	Reduces unnecessary local tension from faulty

	nations.	military processes.
--	----------	---------------------

(All-ASIAN 2006, Grand Final), Prime Minister (Government)

Motion: "This House Believe that the United States of America Should Cut Its Military Spending.

4. Philosophy of Debating

Debate is an effective educational tool for empowering an individual and has also been defined by many experts: as "a sport of mind," Snyder (2008 :5), "a decision-making tool" and "a form of persuasion," Trapp et al. (2005: 147), "an organized public form of argument," "a process of present arguments for or against a proposition" Meany and Shuster (2003: 320). In detail, it is a two side discussion of a controversial question, an attempt by two sides of participants to persuade as audience an adjudicator or a panel of adjudicators and other audience members to accept or reject a resolution under consideration called a "motion" by presenting well organized arguments to support his/their own case and to attack the opposition arguments with the art of persuasion. This particular discussion takes place in a competition called a debate tournament, which according to Snyder (2008: 5), is an event in which teams compete to determine which is superior in solving a contemporary problem.

In order for teams to compete and win a debate, they need a superior strategy and a planned for series of actions for achieving something. Strategy is also an organization of the process, direction and decision to perform specific actions that is the conscious use of patterns of arguments and moves and steps or techniques, or the conscious decision not to perform any actions to win a debate stated by Salahuddin (2005: 147). Snyder (2008: 177) says that strategy includes the use of all types of passionate manner and the use of language like declamatory rhetoric, incorporating effective word devices and effective sentence structures, rhetorical questions, and repetition. Salahuddin (2005: 148) also includes paralinguistic aspects, such as tone, pitch, speed, pace, pause, emphatic stress, and visual expression including gestures, eye contact and humour. Strategy in debating is an approach or any technique related to method. Method is the team and speaker role fulfillment and the way in which a speaker organizes the presentation of materials. In practice, it requires the organization of what moves need to be made. These moves are the tactical steps of what information should be given, how to deliver that information for best effect and who and when that information should be delivered.

Since it is understood by those explanations above that debating is an argumentative process which involves pro and contra team, then it can be concluded that debating needs argumentative strategy to win a debate.

5. System of Debating

There are three systems of debating, they are Australasian, Asian, and British Parliamentary System. The most popular system used in university level of debating is British Parliamentary System. It is used in almost university English debating competition, including world university debating championship (WUDC). Quinn (2005: 94) suggests an order of speech of British parliamentary system which is usually used in any debating competition using British Parliamentary System as follows:

- a. 1st Speaker, 1st Proposition Team as
The Prime Minister
- b. 2nd Speaker, 1st Opposition Team as
The Leader of Opposition
- c. 3rd Speaker, 1st Proposition Team as
The Deputy Prime Minister
- d. 4th Speaker, 1st Opposition Team as
The Deputy Leader of Opposition
- e. 5th Speaker, 2nd Proposition Team as
The Member of Government
- f. 6th Speaker, 2nd Opposition Team as
The Member of Opposition
- g. 7th Speaker, 2nd Proposition Team as
The Government Whip

h. 8th Speaker, 2nd Opposition Team as

The Opposition Whip

Similarly, Smith (2011: 13) also reveals the same idea as Quinn. He states that British parliamentary debate consists of eight debaters which has its own order.

Here are the order based on Smith:

a. Opening Government (1st Speaker) or
Prime Minister

b. Opening Opposition (2nd Speaker) or
Leader of Opposition

c. Opening Government (3rd Speaker) or
Deputy Prime Minister

d. Opening Opposition (4th Speaker) or
Deputy Leader of Opposition

e. Closing Government (5th Speaker) or
Member of Government

f. Closing Opposition (6th Speaker) or
Member of Opposition

g. Closing Government (7th Speaker) or
Government Whip

h. Closing Opposition (8th Speaker) or
Opposition Whip

Besides order of speakers, British parliamentary system also has the role of speakers. So every speaker has different role when they got a chance to speak. Generally, each team consists of two speakers. Each speaker speaks for seven minutes with a warning bell, to give them a little time to sum up and finish the speech. Specifically, Sather (1999: 16) says that Positions in the debating come with different responsibilities. Fulfilling the role in the debating is the fundamental yardstick by which the debater will be judged. And based on him, here are the duties of the speaker for each team:

- a. 1st Speaker, First Proposition Team (Prime Minister) is supposed to:
 - 1) Defines the grounds of the debate.
 - 2) Delivers own substantive material.
 - 3) Flags the arguments to be delivered by his partner.
- b. 2nd Speaker, First Opposition Team (Leader of Opposition) is supposed to:
 - 1) Defines the opposition's grounds.
 - 2) Rebuts 1st Proposition's arguments.
 - 3) Delivers own substantive material.
 - 4) Flags the arguments to be delivered by his partner.
 - 5) Doesn't challenge the definition if he's got his head.
- c. 3rd Speaker, First Proposition Team (Deputy Prime Minister) is supposed to:

- 1) Rebuts 1st Opposition's arguments.
 - 2) Delivers own substantive material, using the labels his partner gave for it, and makes reference back to partner's material.
- d. 4th Speaker, First Opposition Team (Deputy Leader of Opposition) is supposed to:
- 1) Rebuts 1st Proposition's arguments with particular responsibilities for rebutting 2nd Proposition's arguments.
 - 2) Delivers own substantive material, using the labels his partner gave for it, and makes reference back to partner's material
- e. 5th Speaker, Second Proposition Team (Member of Government) is supposed to:
- 1) Delivers own substantive material.
 - 2) Does not have to say the word 'extension'.
 - 3) Rebuts the arguments of the speakers before him, with particular responsibility to rebut 2nd Opposition's arguments.
- f. 6th Speaker, Second Opposition Team (Member of Opposition) is supposed to:
- 1) Rebuts the arguments of the speakers before him, with particular responsibility to deal with the extension from 3rd Proposition's arguments.
 - 2) Delivers own substantive material.
 - 3) May deliver an 'extension'.

- g. 7th Speaker, Second Proposition Team (Government Whip) is supposed to:
- 1) Summates for his side.
 - 2) Shouldn't offer new material (subject to discussion above).
- h. 8th Speaker, Second Opposition Team (Opposition Whip) is supposed to:
- 1) Summates for his side.
 - 2) Definitely, definitely offers no new material.

Not far away from Sather's opinion, Morgan (2013: 9) also states the same thing about the role of the speakers in British parliamentary system. Morgan says as follows:

- a. The job of the first speaker, or Prime Minister, is to set up the debating. The Leader of the Opposition performs a role that is in essence similar to that of all remaining speakers in the debating, excepting the Whips on both sides. The speaker should point out any flaws in the mechanism chosen (if there is one), rebut the arguments made by the PM and make substantive arguments that support his/her position.
- b. As with the Leader of the Opposition the speeches are expected to consist of rebuttal of the previous speaker's material and new substantive arguments in favour of, or against the motion.

- c. The Members for Government and Opposition are also known as extension speakers. An extension is not something which extends the mechanism or definition provided by 1st Government.
- d. The final speaker on each side (the Whip) has a very different role to all others in the debating (and, it must be said, sometimes to each other). The Government Whip begins much like the others – that is, with rebuttal. But following that, the speech is very different. The Whip's job is to summarize the case for the proposition, and as far as possible, to ensure that the arguments made by his/her teammate are put to the fore.

6. Alauddin Debate Association (ALDEBA)

Alauddin Debate Association or known as ALDEBA is an organization established on 23 September 2013. Inaugurated by UIN students Alauddin Makassar students who need the presence of an institution that concentrates around on the debate. After the recruitment of the first generation, the interest and enthusiasm of students in UIN Alauddin Makassar to join the activities undertaken by ALDEBA is so great.

ALDEBA is an associate debate institution of several concentration debate divisions, such as Language Debate, Constitutional Debate and Theological Debate. This is a form of seriousness on the spirit of advancing the potential of the students in UIN Alauddin Makassar. Alauddin debate association was built on four divisions, among others:

- a. Language Debate Division, is a division that develops foreign language debate. So far the foreign language debate that was accommodated was the English debate and Arabic debate. In addition to learn the systematic debate, the language debate division is also active in developing foreign language skills for its members.
- b. Division of Constitutional Debate, is a division that builds constitutional debate. Actively develops debate skills in the dimensions of constitutional debate.
- c. Division of Theological Debate, is a division that fosters debate within religious theological circles. Actively conducts theological enlightenment in addition to the systematic debate.
- d. Public Relations Division, is a division that plays a role in regulating the circulation of external relations and ALDEBA publications.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consisted of research method, data source, data collection procedure, and data analysis procedure.

A. Research Method

To reach the objective of this research, which was to explain the way argumentative strategies used by students, the researcher conducted descriptive qualitative research. Denzin and Lincoln (2005: 5) state that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self.

Creswell (2007:36) says that qualitative research is descriptive when the researcher is interested in process, meaning, and understanding gained through words or pictures. Video of debaters can be classified into qualitative data because it points to the meaning and descriptions of things, speeches of debaters. It can be concluded that the data involved in this research were displayed in the form of a stretch of words again, not numbers. Based on those considerations, it can be concluded that the data are qualitative and analyzed descriptively

B. Data Sources

The first data were students' videos of of Alauddin Debate Association (ALDEBA) in the British Parliamentary System. The data were recorded directly by the researcher on Thursday, October 26th 2017 in Adab and Humanties Faculty.

The second data were transcriptions of the speeches in the videos of the Alauddin Debate Association (ALDEBA). The researcher only transcribed eight substantive speeches of the debaters because they used British Parliamentary System. Smith (2011: 13) states that British parliamentary debate consists of eight debaters which has its own order.

C. Research Instrument

The researcher used observation and note taking as the instrument. Crang & Cook (2007: 67) mention that note taking as field diary or note book throughout your research process. Therefore, this instrument was used in the moment where the researcher needs to write down any texts or to draw any pictures regarding to the data of the research.

D. Procedures of Data Collection

In collecting the data, the researcher used some steps as follows:

1. The researcher recorded the videos from the Alauddin Debate Association (ALDEBA) in debating process.

2. The researcher watched the debate video of Alauddin Debate Association (ALDEBA).
3. While watching the videos, the researcher were transcribe and observe the speeches of the debaters in the video into written word with the note taking process by writing down the transcriptions on the blank paper. There were no any official subtitles from the video, therefore the researcher get a little bit problem in doing it. Consequently, the results of a transcription from one to another are not completely similar. Nevertheless, Finnegan (1992: 196-197) prescribes about what should or should not appear in a transcription as follows: Leave out ‘_uh’ and other hesitation phenomena including false starts and fill-ins like ‘_you know’, or ‘_I mean’. Repair false starts and correctness (unless there, or an unusual pause, seem significant for content). Omit interviewer responses like ‘_I like’, ‘_yeah’. Use standard spellings, not dialect or pretend dialect. Do not use ‘_eye’ spelling (‘_enuff’ for ‘_enough’, ‘_wuz’ for ‘_was’). Use punctuation as for formal written prose, without over-reliance on under lining or exclamation marks. Subject to the provisos above, do not correct or interpret: put down what the speaker actually said, not what you thought he meant.
4. Finally, the researcher explained and identified the transcriptions to reveal which transcription was needed to be classified based on argumentative strategies proposed by Meany & Shuster’s A-R-E Model

(2003: 16). The researcher only took the data contained argumentative strategies.

E. Technique of Data Analysis

After collecting all the data needed, the researcher analyzed them by classifying the identified transcriptions into the Meany & Shuster's A-R-E Model (2003: 16) argumentative strategies such as assertion, reasoning, and evidence. The three types of A-R-E Model include: one with a simple argument, consisting of an assertion, a reason and a single piece of evidence; one with a convergent argument, consisting of an assertion, and a reason supported by two pieces of evidence; and one with an independent argument, consisting of an assertion with two independent reasons, each of which is accompanied by its own piece of evidence. Furthermore, the researcher investigated the eight transcriptions of eight speakers or debaters in British Parliamentary System based on the kinds of argumentative strategies proposed Meany & Shuster.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this part, the researcher explains about the classification of argumentative strategies of the debaters' speeches. The speeches were classified based on the Argumentative Strategies proposed by Meany & Shuster's A-R-E Model (2003: 16). The strategies consist of three kinds such as 'A,' (assertion), 'R' (reason or reasoning), and 'E' (evidence). However, following the basic A-R-E Model patterns of argumentation Meany & Shuster's A-R-E Model (2003: 16), based on expert utilization, there are three types of argumentative patterns that employed in this research , explicitly: a simple argument, a convergent argument and an independent argument.

The researcher found 31 data which can be classified based on Meany & Shuster's A-R-E Model. The following tables show the data obtained from the debaters' speeches clearly:

a. 1st Speaker, First Team of Government (Prime Minister)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	

1	<p>Our debate today is about “this House Regrets the Participation of Children in Talent Show”. We are from the government team agree with this motion. <u>So</u> Ladies and Gentleman, if our debate today, <u>firstly</u> I would like to define our motion. So the participation of children here, it means that the participation of child in age of three until twelve. This is based on the classification of children of WHO (World Health Organization). <u>And then the second</u> is talent show. What we mean as talent show here is the talent show for publics and then it is for children for example, <u>like</u> Indonesian Idol Junior, The Voice Kids, which is try to explore the talent of children. (00:00:20 – 00:01:05) - (Datum 1)</p>	√				I N D E P E N D E N T
2	<p><u>And then</u> we are come from the government team, we agree with this motion <u>because</u> of the reason. <u>The first</u>, I would like to explain about the essence of children. (00:01:07 – 00:01:16) - (Datum 2)</p>	√				

3	<p><u>And then</u> the <u>second</u> is how the talent show would harm for children. So Ladies and Gentleman, the <u>first</u> the essence of childhood. <u>So</u>, in the childhood it is the age or the time for children to have develop, <u>for example</u> in physically, psychologically. They pass through many process here for example they need to be active in playing, learning, interacting with social <u>and</u> many things Ladies and Gentleman. <u>And then</u> the <u>second</u> is how the talent show would harm for the psychological age. (00:01:20 – 00:02:03) - (Datum 3)</p>		√		A R G U M E N T
4	<p><u>So, because</u> of we understand the condition the talent show in this status quo which is very harmful for children for example, it is explore the inappropriate culture for example in fashion show. Children who are in age not proper to wear that kind of costume that must be wear by the adult <u>for example</u>, it is not suitable for their age. (00:02:05 – 00:02:35) - (Datum 4)</p>		√		

5	<p><u>And then</u> the <u>second for example</u>, in the singing talent show. Singing talent show children in the status quo right now tend to sing the adult song for example, love song which is not suitable with their age. And what are the impact of this case to the development of children. So psychologically <u>for example</u>, in the singing competition they sing about love song <u>and</u> then it will boost too rapid way how they develop in their development <u>for example</u>. Psychologically they got become adult or measure too fast than their ages. Let us see nowadays Ladies <u>and</u> Gentleman in the status quo we see even the very basic student I the elementary school have been dating and many inappropriate for them. <u>And then</u> the <u>second</u> in social, by joining talent show it will takes many times for the children <u>because</u> they need many times to improve their talent and they will forget another process in improving the quality of the childhood age, <u>for example</u> they will not be able to interact with their friends too much, and then the <u>second</u> they will have less time of playing.</p>			√	
---	---	--	--	---	--

	(00:02:36 – 00:04:07) - (Datum 5)				
--	-----------------------------------	--	--	--	--

b. 2nd Speaker, First Team of Opposition (Leader of Opposition)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
6	Ladies and Gentleman, before I start to my substantive thing, let me bring you two points of rebuttal in opening government. The first is talent show is harm because talent show can resist the developed of body and psychology. But we think in the opening opposition, talent show is the way to improve the developed their physic and psychology. (00:05:10 – 00:05:57) - (Datum 6)	√			I N D E P E N
7	When children join taekwondo competition, they train their self to fit body and then they fight with same grade with them. And so what the rebuttal say that harm for psychological development, but we say when join in competition, the children can		√		D E N

	<p>learn two points. The <u>first</u> is, when they win they have a confidence they have experience become the winner, and <u>if</u> they lose they have experience <u>and</u> motivate to keep improve their self. (00:06:14 – 00:07:15) - (Datum 7)</p>				T
8	<p>The <u>second</u> thing they say, many talent show is not compatible when the children sing the song about love. We think many talent show just like oknum like that. <u>And</u> they say about childhood life. (00:07:20 – 00:07:56) - (Datum 8)</p>		√		A R G U M E N T
9	<p>Human basically, child <u>or</u> adult they need exhibition like to express their self. <u>So</u> talent show happen for the place to express their self, train their self, measure their self. <u>So</u> if they join in talent show maybe the children think “Oh I am the best athlete in here”, <u>but if</u> they join talent show they will compete with the other wider area, so they can measure their self and what I said before <u>if</u> they lose they will get experience. (00:09:02 – 00:11:37)</p>			√	

	- (Datum 9)				
10	If we check our mindset, children who join talent show they can interact, play with the others competitor, <u>like</u> in Indonesian Idol Kids when they in same place, they can interact with same hobby and talent like that. <u>So</u> talent show not limit the childhood life. (00:07:59 – 00:08:41) - (Datum 10)			√	

c. 3rd Speaker, Fisrt Team of Government (Deputy Prime Minister)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
11	WHO said children is who have three years until twelve years old. (00:11:55 – 00:12:02) - (Datum 11)	√			S I M P
12	Children should be finishing many things, <u>for example</u> , they should learn to interact with		√		

	<p>another people. <u>If</u> they are focus in the competition <u>or</u> focus of practice <u>or</u> exercise to join in the competition, it can spend more time, <u>so</u> they are passed many things necessary for them. <u>So</u>, by the competition, it can make the other people to be famous, so it can make another people hate them. For example, another people can bully to the children, <u>and</u> the children will feel anxiety <u>or</u> disappointed. (00:12:27 – 00:13:55) - (Datum 12)</p>				<p>L E A R G U M E N T</p>
13	<p><u>So</u> we can see in the status quo right now, so many children have joined in another competition, <u>like</u>: Indonesian idol Junior, The Voice Kids, <u>and</u> so on so forth. <u>So</u>, if we want to let the children join in the talent show, they just can join in the school, <u>because if</u> their talent in the school, their future has consider to the negative impact, <u>so</u> they just get positive impact not the negative impact. (00:15:15 – 00:16:02) - (Datum 13)</p>		√		

d. 4th Speaker, First Team of Opposition (Deputy Leader of Opposition)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
14	Ladies and Gentleman. <u>Firstly</u> , we say that <u>if</u> you are the children <u>for example</u> , and you have the capacity and opportunity to follow the talent show first, it will get the society demand itself, Ladies <u>and</u> Gentleman. (00:20:55 – 00:21:11) - (Datum 14)	√			I N D E P E N D E N
15	Why we say the society demand. <u>Firstly</u> , talent show as the media of society to get the entertainment by what they watch from the side of the society itself, Ladies <u>and</u> Gentleman. <u>So</u> it has the positive demand for society because they got the interesting of what they watching. <u>For example</u> this kind of talent show that coming from the children, Ladies <u>and</u> Gentleman. We can say that in the television we can also see there are so many children that has showed their talent, their		√		

	<p>ability in other aspect of something such as sport, art, and so on so forth, Ladies and Gentleman. So it is automatically give the good impact of the society because they have the interesting to watch what they want. <u>For example</u>, if you have the children and you are as the society and you look your children at the television, I <u>think</u> you will be proud with the achievement of your children, Ladies <u>and</u> Gentleman they are so proud right. (00:21:11 – 00:22:22) - (Datum 15)</p>				<p>T</p> <p>A</p> <p>R</p> <p>G</p> <p>U</p> <p>M</p> <p>E</p> <p>N</p> <p>T</p>
16	<p>So we also agree with the talent show to begin with, Ladies <u>and</u> Gentleman. Compete in wide area that my teammate has also say to you, the children can get the motivation to train <u>and</u> win that talent competition. It means that, it is kind that makes you the good psychological development, Ladies <u>and</u> Gentleman. Compete in wide area, it will push you to train <u>and</u> work hard in the next couple of days then you have to try to fix and to develop yourself then you have the good</p>		√		

	<p>capability, so you can also compete with other people, Ladies <u>and</u> Gentleman. So it will fix your ability, your psychological thinking, You are the best and you have winner mental. (00:23:59 – 00:24:56) - (Datum 16)</p>				
17	<p><u>For example</u> like the sport, or we say that The Voice Kids that broadcast in the private channel in the TV, Ladies <u>and</u> Gentleman. There are so many great talent that has been showed by that program, Ladies <u>and</u> Gentleman. <u>For example</u>, Brandon <u>or</u> Sandrina that the talent of the traditional dancing. We can see that Sandrina in this way, <u>because</u> she was training in her children and now becoming teenager, but she also become proud of this nation <u>because</u> she can represent what the traditional dancing of Indonesia itself, Ladies <u>and</u> Gentleman. <u>So</u> it can also becoming the good impact for our government <u>because</u> our traditional dancing over traditional art can also be broadcasted in the television and so on so forth, and</p>			√	

	<p>it can also broadcast in other country, Ladies <u>and</u> Gentleman. So another country also can look what the good art that coming from Indonesia. Ladies and Gentleman, by the talent show we can search for Indonesian children talent that can also develop. The government will be got some kinds of talents of that children itself that they can get develop for that any kind of children, <u>and also</u> can representative our nation in other country, Ladies <u>and</u> Gentleman. <u>So</u> it become our proud of our nation, Ladies <u>and</u> Gentleman. (00:22:22 – 00:23:54) - (Datum 17)</p>				
18	<p><u>So</u> Ladies <u>and</u> Gentleman. By the rule of the government, especially by the Indonesian student protecting commission that open the door for the children to enhance and explore that talent. Ladies <u>and</u> Gentleman during this not a trouble way in the negative way. So start from today, we will also keep remind to you that we will never regret the existence of talent show for children. (00:25:01 – 00:25:25) - (Datum 18)</p>			√	

e. 5th Speaker, Second Team of Government (Member of Government)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
19	<p>I have rebuttal from the opposition team, they say that if the children be the winner, they will get a confidence, they will put in their self that I am the good athlete. Don't you <u>think</u> that the statement <u>like</u> that, <u>or</u> I mean the statement that I am good athlete that will increase the individualism that they will <u>think</u> that other is bad, the other is not good. This is the children, you know that how the psychology of the children.</p> <p>(00:25:47 – 00:26:22) - (Datum 19)</p>	√			S I M P L E
20	<p>From the psychological side when the children join the talent show and then they got a winner and looser, according to the opening government say that children is three years old until twelve years old that the old I mean the years old from</p>		√		

	<p>the three to twelve years old is not measure yet.</p> <p>Their <u>think</u> is not really measure, so you say that if they got loser, it will motivate them. I <u>think</u> it will break their psychology. They will feel, <u>however</u> this is in public, I mean the talent show is the public, <u>like</u> The Voice Kids. Don't you <u>think</u> that they will got bully <u>if</u> they back to the school and then they are a loser. They will got bully that you are the loser. <u>And then</u> from physically side, when the children want to join in the talent show <u>or</u> want to participate in the talent show, they will need a hard train <u>and</u> of course they need a strong physic for join the talent show, because when we join in the talent show we must have a good preparation <u>because</u> this is the talent show. So it's really need a hard train, it's really need a strong physic. (00:26:42 – 00:28:44) - (Datum 20)</p>				A R G U M E N T
21	<p>We can see <u>for example</u> just now Sandrina in Indonesian Got Talent that she got an accident when she dance or when she show her talent and</p>			√	

	<p>her foot get accident. That is why <u>because</u> exactly when we want to perform in the talent show, it's really need strong physic or good physic. <u>And</u> we know the physic of the children is really weak. So it's too difficult for them to join in the talent show.</p> <p><u>So from those all reasons,</u> we are as the government team really agree with this motion that we regret the participation of the children to join in talent show. (00:28:35 – 00:29:46) - (Datum 21)</p>				
--	--	--	--	--	--

f. 6th Speaker, Second Team of Opposition (Member of Opposition)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
22	<p>I agree with the opposition because there are many talents for the children. (00:29:50 – 00:30:33) - (Datum 22)</p>	√			C O N V E R
23	<p><u>If</u> the winner in singing competition, they can take a job from the singing competition, <u>and</u> maybe they can build the course place. (00:31:13</p>		√		

	– 00:31:50) - (Datum 23)				G E N T A R G U M E N T
24	In my village, there are so many event of talent for the children about talent of singing. So I can take the <u>example</u> from there. (00:30:08 – 00:30:33) - (Datum 24)			√	
25	<u>And</u> in the television, there are so many singing competition, you can see how many talent for the children. (00:30:51 – 00:31:07) - (Datum 25)			√	

g. 7th Speaker, Second Team of Government (Government Whip)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
26	We need the contest, it means that if one child win <u>so</u> the other children is not win. <u>So</u> the	√			S I

	<p>competition only leads children to become the winner <u>and</u> dismiss loser. <u>And</u> we talk about the children, you should understand that the psychological of children has not measure yet. <u>So</u> the children only can <u>think</u> that <u>if</u> I win I will get the trophy, if I lose I will really disappointed about that.</p> <p>(00:32:55 – 00:33:30) - (Datum 26)</p>				<p>M</p> <p>P</p> <p>L</p> <p>E</p>
27	<p><u>So</u> I will talk to you that there are enough opportunities in life for children to have more experience to build their ability to not get the disappointment and to learn until you handle it and they can get it from the school, they can get it from their childhood. The children going to the talent show doesn't guarantee that children will get their confidence <u>or</u> many things that you said before. If the children have the skill, passion, and ability, it is not only to show up earlier. Why don't they wait a few years until they get adult to get the measure and to face up their ability to become more talented person. <u>So</u> if the children join in talent</p>		√		<p>A</p> <p>R</p> <p>G</p> <p>U</p> <p>M</p> <p>E</p> <p>N</p> <p>T</p>

	competition, it is only can disturb children's psychological side, social life. <u>So</u> if we talk about the negative impact <u>and</u> the food impact of this kind of motion, <u>so</u> I <u>think</u> there are many bad impact of this motion, <u>so</u> that's why I really regret this motion(00:33:53 – 00:38:10) - (Datum 27)				
28	<u>So</u>, they have many other things in the school. I <u>think</u> that the achievement in the school that will make their parents more proud and will demand for the society not only in talent show. (00:36:10 – 00:36:26) - (Datum 28)			√	

h. 8th Speaker, Second Team of Opposition (Opposition Whip)

No.	Identified Transcriptions	Strategies			Types of Arguments
		A	R	E	
29	Ladies <u>and</u> Gentleman, <u>because</u> I am the closing opposition, I have to deliver what I <u>think</u> . Why the children have to join in the talent show. (00:38:20	√			

	– 00:38:42) - (Datum 29)				
30	<p><u>Because</u> we know that we start from the child, and then teenager, and then old age. We know that as the children we have to show our talent, <u>because if</u> we hide our talent, so what happen with our self <u>if</u> we hide our skill, it makes me become force. Ok, <u>if</u> we join in talent show, we can get many experience.</p> <p>It is not about your speak about the winner <u>or</u> loser, <u>but</u> it is about your skill. <u>If</u> you have a skill, why don't you show up in the public. (00:38:46 – 00:01:16) - (Datum 30)</p>		√		S I M P L E A R G U M E N T
31	<p>When you join in talent show as you have three years old or five old, you can join in talent show because you will have experience and being independent to find the money, not from your parents. (00:40:16 – 00:40:48) - (Datum 31)</p>		√		

B. Discussions

1. Argumentative Strategies Used by Students of Alauddin Debate Association (ALDEBA)

This research basically aims to identify the argumentative strategies which were used by students in ALDEBA. The researcher did the analysis of the data obtained. The data were obtained by transcribing and identifying the debaters' speeches. The researcher only took the data which contained argumentative strategies proposed by Meany & Shuster's A-R-E Model (2003: 16).

In this part, the researcher explains all the data that were found in the debaters' speeches based on Meany & Shuster's theory of argumentative strategies which consist of three kinds namely a simple argument, a convergent argument and an independent argument.

a. Simple Argument

The researcher found 12 data related to this strategy such as datum **11, 12, 13, 19, 20, 21, 26, 27, 28, 29, 30 and 31** (page 35, 40, 44). Based on Meany & Shuster's theory of argumentation, simple argument is an argument consisting of an assertion, a reason and a single piece of evidence with or without exception. Similarly, Trapp (2005: 8) also uses Simple Argument as a Single Argument which is refers to a claim, a warrant and single piece of evidence.

The strategy was used when the speakers tried to deliver their idea by giving the argument based on their own single argument . For instance as in **datum 11, 12, 13** (page 35), exactly when the third speaker, first team of government when giving the statement in the beginning, the speaker asserted:

“WHO said children is who have three years until twelve years old”.

After that, because the position of the third speaker was to defend their team’s argument, the speaker gave the rebuttal to the opposite team by giving the reason:

“Children should be finishing many things, for example, they should learn to interact with another people. If they are focus in the competition or focus of practice or exercise to join in the competition, it can spend more time, so they are passed many things necessary for them”.

Finally, to complete the statement of the government’s team, the speaker tried to show up the fact that happened in the current situation by providing an evidence:

“So we can see in the status quo right now, so many children have joined in another competition, like: Indonesian idol Junior, The Voice Kids, and so on so forth”.

Related to the third speaker side of the government, which is supposed to rebuts to the second speaker, and delivers own substantive material, using the labels of his partner gave for it, and makes reference back to partner’s material. She should use “Independent Argument” to extend the

explanations from his partner, because it will be more effective to give any reasons and evidence.

For the fifth speaker in **datum 19, 20, 21** (page 41), also did the same types of argument, and this types exactly not suitable for the position. It could be better if the fifth speaker used Independent Argument to extend the argument and supposed to give the substantive material, but the statement given only the rebuttal to the opposite team.

Different with the seventh speaker from the second team of government in **datum 26, 27, 28** (page 44), and the eight speaker from the second team of opposition in **datum 29, 30, 31** (page 45), which was the last speaker both from the opposite teams, was really suitable to use Simple Argument, because the speaker should summates the material and should not offer new material. Furthermore, this strategy is quite simple and useful in debating because the debaters can focus in delivering the argument structurally, because sometimes the debater just focus on the argument which is not relevant with the motion and do not provide any acceptable argument.

b. Convergent Argument

The researcher found 3 data related to this strategy such as datum **22, 23, and 24** (page 43). Based on Meany & Shuster's theory of argumentation, convergent argument is one wherein two or more bits of evidence (or examples) converge with one another to support an assertion;

only two pieces of evidence of a convergent argument were detected. Meanwhile, Trapp (2005: 8) also presents convergent argument which is a claim, and warrant supported by two pieces of evidence.

This strategy was used when the speakers delivered their substantive points of their speech that might have more examples and evidence provided by debaters and they focus to reveal their argument based on the fact. For instance as in **datum 22, 23, 24**, the speaker actually tried to show up more facts to support her argument with asserted:

“I agree with the opposition because there are many talents for the children”. Next, the speaker continues the statement with the reason: “If the winner in singing competition, they can take a job from the singing competition, and maybe they can build the course place”.

Finally, to strengthen the reason, the speaker showed up the tangible facts:

“(1) In my village, there are so many event of talent for the children about talent of singing. So I can take the example from there. (2) And in the television, there are so many singing competition, you can see how many talent for the children”.

Related to the sixth speaker which is supposed to rebut the arguments of the speakers before him, with particular responsibility to deal with the extension from 3rd Proposition's arguments, delivers own substantive material, may deliver an 'extension'. This speaker just give a short explanation each of the points, but the argument still categorize the convergent argument, because the speaker tries to give more evidence to strengthen the reason by providing more related evidence.

In addition, this strategy is very useful in debating situation because it is used to to reinforce the argument also to show up the tangible argument based on the evidence. Meanwhile this strategy is very suitable with the seventh and eight speakers to make a conclusion by proofing the arguments without giving new statement. Hence for, the researcher included them into the category of convergent argument strategy.

c. Independent Argument

The researcher found 15 data related to this strategy such as datum **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, and 18** (page 29, 33, 36). Based on Meany & Shuster's theory of argumentation, independent argument which has several individual strands of reasoning and evidence. Some were with two reasons followed by an example in each (R-E and R-E), some were with two reasons but only one example (R-E and R) and some arguments contained three independent reasons, each with one example (R-E, R-E and R-E). According to Trap (2005: 8), Independent Argument is a claim with two independent warrants, each of which is accompanied by its own piece of evidence. The most important thing of this strategy is giving a proof when provide the reasons.

This strategy was used when the speakers want to give a lot of reasons and explanations supporting by the tangible evidence of each statement in order to make the strong argumentation. For instance as in **datum 1, 2, 3, 4, 5** (page 30): The first speaker from first proposition here was successful

enough to set up debate in good way, exactly when the speaker started to the motion, she could portray the motion and asserted:

“So, the participation of children here, it means that the participation of child in age of three until twelve. This is based on the classification of children of WHO (World Health Organization). And then the second is talent show. What we mean as talent show here is the talent show for publics and then it is for children for example, like Indonesian Idol Junior, The Voice Kids, which is try to explore the talent of children”.

The next, the speaker explained the reasons:

“(1) So Ladies and Gentleman, the first the essence of childhood. So, in the childhood it is the age or the time for children to have develop, for example in physically, psychologically. They pass through many process here for example they need to be active in playing, learning, interacting with social and many things. (2) The second is how the talent show would harm for the psychological age”.

Finally, when the speaker explained the reasons, she always provided the evidence to follow the reasons:

“(1) So, because of we understand the condition the talent show in this status quo which is very harmful for children for example, it is explore the inappropriate culture for example in fashion show, children who are in age not proper to wear that kind of costume that must be wear by the adult for example, it is not suitable for their age. (2) And then the second for example, in the singing talent show. Singing talent show children in the status quo right now tend to sing the adult song for example, love song which is not suitable with their age. And what are the impact of this case to the development of children. So psychologically for example, in the singing competition they sing about love song and then it will boost too rapid way how they develop in their development for example. Psychologically they got become adult or measure too fast than their ages”.

Related to first speaker which is supposed to defines the grounds of the debate, delivers own substantive material, flags the arguments to be delivered by his partner, and set up the debate. The first speaker give the

statement in good way, and can set up the debate effectively. Furthermore, the way the speaker uses Independent Argument is really suitable with the position of the debaters, because the speaker can give explanation and portray the pattern of the motion.

For the second speaker from first team of opposition in **datum 6, 7, 8, 9, 10**, (page 33) also used the Independent Argument, because it was really suitable also with the position to against the argument from the previous speaker, while both the speakers had the same position as the first speaker from each teams.

In addition, same with the forth speaker in **datum 14, 15, 16, 17, 18**, (page 36) from side of opposition, the Independent Argument used by him was strong enough to represent the argument and made the best explanation from all the debaters. He could make rebuttal to break down the argument from the government and provided new acceptable argument which was strong enough.

This strategy is very useful and highly recommended in debating situation because it was used to show the superiority of the argument. In addition, this argument was really suitable with most of the speakers except the seventh and the eighth speakers.

2. Discourse Markers

The rate between the number of discourse markers as the researcher bold and underline the word in findings and the total number of words reveals that student's English speaking do abound with discourse markers. When students learn English writing, some of them concentrate on spelling mistakes, some on grammatical mistakes, some on writing styles, some on writing structure. In fact, discourse markers have been neglected in writing study, for the research on this linguistic part has been newly established. English students seldom take discourse markers seriously when they learn writing. Therefore, most students use discourse markers in their speaking just following their intuition.

This may lead to the following phenomena:

1. Some students seldom use discourse markers to make their speaking more effectively.
2. Students tend to use discourse markers in general or not to explore the kind of discourse markers.
3. When the students perform in debate or speak in public, they can not focus on the kinds of discourse markers, it may different in writing skill.

CHAPTER V

CLOSING

This final chapter consists of conclusion and suggestion. After doing analysis about the argumentative strategies which were used by students of Alauddin Debate Association (ALDEBA), the researcher provides some conclusions and suggestions.

A. Conclusion

Based on findings and discussion in the previous chapter, the researcher concludes that:

Based on the kinds of argumentative strategies proposed by Meany & Shuster's A-R-E Model (2003: 16), the researcher found three strategies which could be classified to the data based on the debaters' speeches of Alauddin Debate Association (ALDEBA). Those strategies were; Simple Argument (4 times of usage) as the strategy that debaters used when they delivered their idea by given the argument based on their own single argument. Related to the speakers which were found in the data, this was become the most usage in the debaters, because the debaters tend to lack of idea when provided the argument, but this Simple Argument only suitable with the last speakers from both of the teams which were seventh and eighth speakers used this types. Convergent Argument (1 time of usage) as the strategy that debaters used when they delivered their substantive points of

their speech that might had more examples and evidence provided by debaters and they focused to reveal their argument based on the fact. Related to the sixth speaker which was the only speakers who applied this types because she could provide more than one evidence supported her single reason. Independent Argument (3 times of usage) as the strategy that debaters used when the speakers would like to give a lot of reasons and explanations and supported by the tangible evidence of each statement in order to make the strong argumentation. This types of Independent Argument actually suitable with the most of the speakers except the seventh and eighth speakers, because this argument was the most strong argument and usefull for the debaters.

B. Suggestions

Based on the conclusion and the previous chapters, the researcher would like to give several suggestions as follows:

1. For the debaters, they need to learn the characteristics of each argumentative strategy. The debaters should attempt to understand more about technique of argumentation for the sake of their better communication performance. By doing this, the debaters will understand the argumentative strategies better and can implement those techniques to convince adjudicators.
2. For the English teachers and lecturers, it is better to include these argumentative strategies as part of English speaking learning process in

order to reach a better performance of students' speaking skills. So at the end, the students not only study about how to speak English but also how to convince and persuade the listeners to agree upon our ideas.



BIBLIOGRAPHY

- Brown & Yule. 1983. *Discourse Analysis*. Cambridge University Press. New York.
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Crang & Cook. 2007. *Doing Ethnographies*. SAGE Publications.
- Creswell, J.W. 2007. *Qualitative inquiry and research design: Choosing among five approaches*, 2nd edition. Thousand Oaks, CA: Sage.
- D'Cruz, Ray. 2003. *The Australia-Asia Debating Guide*. Melbourne: Australian Debating Federation.
- Denzin & Lincoln. 2005. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Fairclough, N. (1995). *Critical Discourse Analysis: The critical study of language*. New York: Longman.
- Faktorngpan, P. 2012a. *An Investigation of Successful Argumentative Strategies in Debating*: Chulalongkorn University Language Institute, Bangkok, Thailand.
- Finnegan, R. 1992. *Oral Tradition and the Verbal Arts: A Guide to Research Practices*. New York: Routledge.
- Jalun, S. A. B. 2011. The University Parliamentary Debate (UPD) as speech genre: Speaker roles, functions and forms of linguistic realization. Universiti Putra Malaysia.
- Johnson G., R. Whittington and K. Scholes. 2010. *Exploring Strategy*, 9th edition. USA: Pearson.
- Lucas, Stephen E. 2004. *The Art of Public Speaking*, 8th edition. New York: McGraw-Hill.
- Masroor, Farzana. 2013. *Argumentative Strategies of Newspaper Editorials in English across Cultures*. Saudi Arabia: Asian ESP Journal Volume 9.
- Meany, J. & Shuster, K. 2003. *On That Point: An Introduction to Parliamentary Debate*: International Debate Education Association. IDEA Press Books, New York.

- Morgan, Rhydian. 2013. *British Parliamentary Debating*. UK: StylusPress
- Nikitina, Arina. 2011. *Succesful Public Speaking*. Denmark: Ventus Publishing Aps.
- Philips, J. and Hooke, J. 1998. *The Sport of Debating: Winning Skills and Strategies*. University of New South Wales Press, Ltd.
- Salahuddin, O.A., Lising, I., Praba, I., Johnson, S. 2003. *A Guide to Chairing and Adjudicating a Worlds Debate*. Unpublished manuscript.
- Salahuddin, O. A. 2005. *Debate Training and Workshop*. Unpublished manuscript.
- Schiffrin, D. 1987. *Discourse markers[M]*. Cambridge:Cambridge University Press,
- Shihab, M. Q. 2000. *Tafsir Al-Mishbah*. Lentera Hati. Gudang Penerbit.
- Smith-Harvey, Neill. 2011. *The practical guide to debating, worlds style/British parliamentary style*. New York: Idebate Press
- Snyder, A. C. T. 2008. *Code of the Debater*. New York: International Debate Education Association.
- Susan, D. L. P. 2012. *Adolescents' Disciplinary Use of Evidence, Argumentative Strategies, and Organizational Structure in Writing About Historical Controversies*. Maryland University: SAGE Publications.
- Toulmin, S. E. et al. (1979). *An Introduction to Reasoning*. New York: Macmillan Publishing Co., Inc.
- Trapp, R., Zompetetti J. P., Montiejunaite, J. & Driscoll, W. (2005). *Discovering the World through Debate: A Practical Guide to Educational Debate for Debaters, Coaches and Judges (3rd Edition)*. International Debate Education Association: IDEA Press Books.
- Turner, J. H., & Stets, J. E. 2006. *Sociological theories of human emotions. Annual Review of Sociology*. New York: Free Press.
- Walker, J. Barbara. 2006. *Strategic Business Communication: An Integrated, Ethical Approach*. USA.
- Zarefsky, D. 2005. *Argumentation: The Study of Effective Reasoning*. 2nd Edition. USA: The Great Courses.



APPENDICES

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

TRANSCRIPTIONS OF ALAUDDIN DEBATE ASSOCIATION (ALDEBA)

A. Motion : This House Regrets the Participation of Children in Talent Show

B. Speakers

1. First Speaker : Ummu Rofikah
2. Second Speaker : Muh. Nur Fadli
3. Third Speaker : Nurwulan Sari
4. Fourth Speaker : La Ode Agustiono
5. Fifth Speaker : Reski Amaliah
6. Sixth Speaker : Wiwik Aulia Febrianti
7. Seventh Speaker : Annisa Febriana
8. Eighth Speaker : Nurul Afdah

C. Transcriptions

1. First Speaker

Ok, Assalamu Alaikum Warahmatullahi Wabarakatuh. Our debate today is about “this House Regrets the Participation of Children in Talent Show”. We are from the government team, agree with this motion. So Ladies and Gentleman, if our debate today, firstly I would like to define our motion. So the participation of children here, it means that the participation of child in age of three until twelve. This is based on the classification of children of WHO (World Health Organization). And then the second is talent show. What we mean as talent show here is the talent show for publics and then it is

for children. For example, like Indonesian Idol Junior, The Voice Kids, which is try to explore the talent of children. And then we are come from the government team, we agree with this motion because of the reason. The first, I would like to explain about the essence of children. And then the second is, how talent show would harm for children. So Ladies and Gentleman, the first the essence of childhood. So, in the childhood it is the age or the time for children to have develop, for example in physically, psychologically. They pass through many process here. For example, they need to be active in playing, learning, interacting with social, and many things ladies and gentleman. And then the second is, how the talent show would harm for the psychological age. So, because of we understand the condition the talent show in this status quo which is very harmful for children for example, it is explore the inappropriate culture for example in fashion show, children who are in age not proper to wear that kind of costume that must be wear by the adult for example, which is not suitable for their age. And then the second for example, in the singing talent show. Singing talent show children in the status quo right now tend to sing the adult song. For example, love song which is not suitable with their age. And what are the impact of this case to the development of children. So psychologically for example, in the singing competition they sing about love song and then it will boost too rapid way how they develop in their development for example psychologically they got become adult or measure too fast than their ages. Let us see nowadays ladies

and gentleman in the status quo we see even the very basic student in the elementary school have been dating and many inappropriate for them. And then the second in social, by joining talent show it will takes many times for the children because they need many times to improve their talent and they will forget another process in improving the quality of the childhood age, for example they will not be able to interact with their friends too much, and then the second they will have less time of playing. This is why in the future there are many people want to go back to their pass just “I miss my childhood” for example, “I want to pass it again because I don’t pass it in the good way, how I should pass it”. So that’s all why our team from the government team regret the participation of children in talent show because the first, it is inappropriate with the essence of childhood, and then the second, there are many bad impacts of it. Thank you very much.

2. Second Speaker

Ladies and Gentleman, before I start to my substantive thing, let me bring you two points of rebuttal in opening government. The first is, talent show is harm because talent show can resist the developed of body and psychology. But we think in the opening opposition, talent show is the way to improve the developed their physic and psychology. Because when you go to talent show like taekwondo champion, when children join taekwondo competition, they train their self to fit body and then they fight with same grade with them. And

so what the rebuttal say that harm for psychological development, but we say when join in competition, the children can learn two points. The first is, when they win they have a confidence, they have experience become the winner, and if they lose they have experience and motivate to keep improve their self. The second thing they say, many talent show is not compatible when the children sing the song about love. We think many talent show just like oknum like that. And they say about childhood life. If we check our mindset, children who join talent show they can interact, play with the others competitor, like in Indonesian Idol Kids when they in same place, they can interact with same hobby and talent like that. So talent show not limit the childhood life. And first, let me tell you my substantive argument. The first, why society create and still need talent show for children. The first is, human basically, child or adult they need exhibition like to express their self. So talent show happen for the place to express their self, train their self, measure their self. Not all talent show make someone famous. As your definition, the talent show can be a competition for children, for example if talent show in local regional badminton you don't have a hater. Let's continue my substantive point, the children can measure their self. So if they join in talent show maybe the children think "Oh I am the best athlete in here, but if they join talent show they will compete with the other wider are. So they can measure their self and what I said before if they lose they will get experience. Ok that's all from me, thank you.

3. Third Spekaer

WHO said children is who have three years until twelve years old. So we can see in the status quo right now, so many children have joined in another competition, like: Indonesian Idol Junior, The Voice Kids, and so on so forth. And we can see in grow and development childhood, they are said children should be finishing many things for example they should learn to interact with another people. If they are focus in the competition or focus of practice or exercise to join in the competition, it can spend more time, so they are passed many things necessary for them. So, by the competition, it can make the other people to be famous, so it can make another people hate them. For example, another people can bully to the children, and the children will feel anxiety or disappointed. If the children join the competition, another people can give their value whether good or not. So if the people giving their value not good, the children will feel disappoint maybe, angry, and so on so forth. So, if it is happen, it can make the psychology for children is destroy. So if we want to let the children join in the talent show, they just can join in the school, because if their talent in the school, their future has consider to the negative impact, so they just get positive impact not the negative impact. Thank you.

4. Fourth Speaker

In our status quo right now, the children are permitted to follow the talent show. They necessarily want to register to the talent show for their self to join in audition that at the end of the day, they will get the winning of that kind of talent show. Disturbing the childhood just because gaining the competition of the talent show, making their days are the training way in every day you are training. For example the children, it will disturb the childhood of some kinds of children. But ladies and gentleman, for your information that is like a bad idea that coming from other types of government. But we know that the children we think that they will know, they will think that their childhood in that pass of the day, they will feel so amazing because they are training every day because they will pass the obstacle and at the end of the day, they got the competition and they will win that competition. So at the end of the day, they will see that, in my childhood I am so hard work people, because I can succeed in nowadays ladies and gentleman. But before we are going to our argument in this kind of debate, we would like to give some kinds of rebuttal to the opening government. Three points of rebuttal, firstly that they say, the children that need to be developed by nothing showed their talent because it harms for their self. But the children ladies and gentleman have to active and playing with their other friends which is suitable with their age, that's coming from the government. But we know that ladies and gentleman, as our argument we know that the children that we mean for your information, the children what their self to improve and fixing their talent. For example;

singing, acting like following some kinds of sport Ladies and Gentleman. For your information, the psychology of the children, they just do what their interest, what their passion. They don't have the orientation that I will get the money from this kind of the talent show Ladies and Gentleman. They get the talent show because they have the passion, they have the interesting of that kind of talent show Ladies and Gentleman. For example, I have the talent of singing, so I will improve it and show to the society by following that kinds of talent show. So it will make the psychological some children not orientated to the money, Ladies and Gentleman. Second of four, the children will get the less time for playing because they will think they will lost their childhood, ladies and gentleman. Once again we say that, we think by doing our passion we also develop physic and psychologically ability. For example we can following the sport as our talent, ladies and gentleman. At the end of the day, we will follow some kinds of talent show that showing our ability in sport, ladies and gentleman. For example, talent show that showing the sport, ladies and gentleman. The physics of children developed day by day, because they training every day, they train to fix their ability in the training and so on so forth. At the end of the day, if they will be winning, the mental also can synergic in couple of day, ladies and gentleman. The mental and psychology of that children will be developed itself because they have mental of the winning, ladies and gentleman. Now the third point of rebuttal, the other children will get the bully from the other side of friends, ladies and

gentleman. But we have to know that if you get the bullying process, it means that you have a haters, that's right. But also in other side, you have the fans, ladies and gentleman. So you can still enjoy and continue your life because you can face your haters because there are the ways to support of your fans, ladies and gentleman. You can face the haters because in your side you have fans itself, ladies and gentleman. Now let begin to our kinds of arguments, ladies and gentleman. Firstly, we say that if you are the children for example, and you have the capacity and opportunity to follow the talent show first it will get the society demand, ladies and gentleman. Why we say the society demand, firstly talent show as the media of society to get the entertainment by what they watch from the side of the society itself, ladies and gentleman. So it has the positive demand for society because they got the interesting of what they watching. For example this kind of talent show that coming from the children, ladies and gentleman. We can say that in the television we can also see there are so many children that has showed their talent, their ability in other aspect of something such as sport, art, and so on so forth, ladies and gentleman. So it's automatically give the good impact of the society because they have the interesting to watch what they want. For example, if you have the children and you are as the society and you look your children at the television, I think you will be proud with the achievement of your children, ladies and gentleman they are so proud right. For example like the sport, or we say that The Voice Kids that broadcast in the private channel in the TV,

ladies and gentleman. There are so many great talent that has been showed by that program, ladies and gentleman. For example, Brandon or Sandrina that the talent of the traditional dancing. We can see that Sandrina in this way because she was training in her children and now becoming teenager, but she also become proud of this nation because she can represent what the traditional dancing of Indonesia itself, ladies and gentleman. So it can also becoming the good impact for our government because our traditional dancing over traditional art can also be broadcasted in the television and so on so forth, and it can also broadcast in other country, ladies and gentleman. So another country also can look what the good art that coming from Indonesia. , ladies and gentleman, by the talent show we can search for Indonesian children talent that can also develop. The government will be got some kinds of talents of that children itself that they can get develop for that any kind of children, and also can representative our nation in other country, ladies and gentleman. So it become our proud of our nation, ladies and gentleman. So we also agree with the talent show to begin with, ladies and gentleman. Compete in wide area that my teammate has also say to you, the children can get the motivation to train and win that talent competition. It means that, it is kind that makes you the good psychological development, ladies and gentleman. Compete in wide area, it will push you to train and work hard in the next couple of days then you have to try to fix and to develop yourself then you have the good capability, so you can also compete

with other people, ladies and gentleman. So it will fix your ability, your psychological thinking, ladies and gentleman. You are the best and you have winner mental. So ladies and gentleman. By the rule of the government, especially by the Indonesian student protecting commission that open the door for the children to enhance and explore that talent. Ladies and Gentleman during this not a trouble way in the negative way. So start from today, we will also keep remind to you that we will never regret the existence of talent show for children. Thank you.

5. Fifth Speaker

Well ladies and gentleman, under the motion “this House Regrets the Participation of Children in the Talent Show”. Well, before I am going to my point, I have rebuttal from the opposition team they say that if the children be the winner, they will get a confidence, they will put in their self that I am the good athlete. Don’t you think that the statement like that, or I mean the statement that I am good athlete that will impulse the individualism that they will think that other is bad, the other is not good. This is the children, you know that how the psychology of the children. Ok I am going to my point that exactly my point is the answer the rebuttal just now that from the psychological side when the children join the talent show and then they got a winner an loser, according to the opening government say that children is three years old until twelve years old that the old I mean the years old from

the three to twelve years old is not measure yet. Their think is not really measure, so you say that if they got looser, it will motivate them. I think it will break their psychology. They will feel, however this is in public, I mean the talent show is the public like The Voice Kids, don't you think that they will got bully if they back to the school and then they are a looser. They will got bully that you are the looser. And then from physically side, when the children want to join in the talent show or want to participate in the talent show, they will need a hard train and of course they need a strong physic for join the talent show, because when we join in the talent show we must have a good preparation because this is the talent show. So it's really need a hard train, it's really need a strong physic. We can see for example just now Sandrina in Indonesian Got Talent that she got an accident when she dance or when she show her talent and her foot get accident. That is why because exactly when we want to perform in the talent show, it's really need strong physic or good physic. And we know the physic of the children is really weak. So it's too difficult for them to join in the talent show. So from those all reasons, we are as the government team really agree with this motion that we regret the participation of the children to join in talent show. Thank you.

6. Sixth Speaker

I agree with the opposition because, there are many talents for the children. For example in my village, there are so many event of talent for the children

about talent of singing. So I can take the example from there. And in the television, there are so many singing competition, you can see how many talent for the children. For example if the winner in singing competition, they can take a job from the singing competition, and maybe they can build the course place.

7. Seventh Speaker

Assalamu Alaikum Warahmatullahi Wabarakatuh. The honorable the adjudicator, the honorable all the participants in debate today. Well, this house regrets the participations of children to join in talent show. Well, I give the rebuttal for the first speaker of opposite that said that when they win they will get confident and when they lose they will get an experience. Oh my God! Are you sure? This is we talk about children and the children psychology is not measure yet. We need the contest, it means that if one child win so the other children is not win. So the competition only leads children to become the winner and dismiss loser. And we talk about the children, you should understand that the psychological of children has not measure yet. So the children only can think that if I win I will get the trophy, if I lose I will really disappointed about that. So, I think what did you said is not valid yet. The first speaker said also that the children can get experience in ability by join in show by showing it up. So I will talk to you that there are enough opportunities in life for children to have more experience to build their ability

to not get the disappointment and to learn until you handle it and they can get it from the school, they can get it from their childhood. The children going to the talent show doesn't guarantee that children will get their confidence or many things that you said before. And then I will give my rebuttal for second speaker that said that there is no way the talent show to enhance their talent. So you said that there is no way to show their talent if the children doesn't follow the talent show. So how if the children have talent, so why don't you wait until a few years until the children get adult. So the children can make their own mind and their ability more measure to join in the talent show with the measure ability that better when they was a child. So you also said that the psychological of children, they just do their passion and talented and it's not disturb the psychological of children, yes if they win, how about if the children lose, it will disturb their psychological side because it's the children and the children has not a good yet. Well you said also that this is the good demand of society if the children win the show. Their parents will be proud with their achievement. So they have many other things in the school. I think that the achievement in the school that will make their parents more proud and will demand for the society not only in talent show. So that's my rebuttal, so I am going to make conclusion. Maybe the children have their own skill, have their own passion, and have their own ability, but it is not only to show up earlier. If the children have the skill, passion, and ability, it is not only to show up earlier. Why don't they wait a few years until they get adult to get

the measure and to face up their ability to become more talented person. So if the children join in talent competition, it is only can disturb children's psychological side, social life. So if we talk about the negative impact and the food impact of this kind of motion, so I think there are many bad impact of this motion, so that's why I really regret this motion. Thank you.

8. Eighth Speaker

Assalamu Alaikum Warahmatullahi Wabarakatuh. Ladies and Gentleman, because I am the closing opposition, I have to deliver what I think. Why the children have to join in the talent show. Because we know that we start from the child, and then teenager, and then old age. We know that the as children we have to show our talent, because if we hide our talent, so what happen with our self we hide our skill, it makes me become force. Ok if we join in talent show, we can get many experience. It is not about your speak about the winner or loser, but it is about your skill. If you have a skill, why don't you show up in the public. When you join in talent show as you have three years old or five old, you can join in talent show because you have to have experience and being independent to find the money, not from your parents. Ok I think that's enough from me.

The logo of Universitas Islam Negeri Alauddin Makassar is a light green emblem. It features a central yellow star with the year '1965' inside. The star is surrounded by a stylized archway and a shield-like shape. The entire logo is semi-transparent and serves as a background for the text.

DOCUMENTATION

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R





BIOGRAPHY



A. Makhdum Ibrahim was born in Labessi on June 9th 1995 as the second son of Abdul Samad, and A. Saenab Ali. He has one brother, namely Adnan Nugraha, S.Hut. He started his study at SDN 136 Labessi and graduated in 2007. In the same year, he continued his junior high school at MTs.N PA DDI-AD Mangkoso and graduated in 2010. Next, he continued his study at SMAN 1 Model Marioriwawo and graduated in 2013.

In 2013, he enrolled himself as a student of UIN Alauddin Makassar, Adab and Humanities Faculty in English and Literature Department. During his study, he was active in several communities and organizations such as ELIOTS LETTERS as a volunteer, VISASIA Entrepreneur Community as a member of young entrepreneur. To support his study in English and Literature Department, he joined several English meeting clubs as a committee such as; English Community of Sultan Alauddin (ECUINSA), English Mania Meeting Club (EM2C), and Alauddin Debate Association (ALDEBA).

If you have any question about his thesis, you may contact him in mr.makhdum@gmail.com.